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Other government services must be effectively tied in with the community improvement program. At the national level, therefore, the administrator should be assisted by a coordinating and policy-making council on which the Ministries of Agriculture, Public Health, Education, Public Works and National Economy, and the Agricultural Bank would all be represented. Similarly, the work at the provincial or county level should be coordinated by a council representing the cooperating government services and chaired by the *mohafez* or the *kaimakam*. In fact, the community worker might best be attached to the office of the *mohafez* or *kaimakam*.

The inauguration and expansion of this rural community improvement organization will increase rather than diminish the demand for the services of the specialized officers of the Ministry of Agriculture. More agronomists, veterinarians and plant protection experts will be needed to make frequent visits to villages either on their own initiative or on request for the purpose of helping and advising community workers. In the beginning these specialists will serve a dual role, carrying out their present administrative tasks and giving technical supervision and guidance to the village workers. With further expansion of the community development system, however, the services of full-time technical specialists will be required. This will allow for the separation of administrative and regulatory functions from educational and demonstration activities, thus making it possible for the technical specialists to develop a closer personal working relationship with the villagers. The return of people now studying abroad will enable the Ministry to strengthen its staff in the provinces, but more personnel will also have to be recruited from the secondary agricultural school.

Agricultural Education and Staffing[22]

Repeatedly the mission has emphasized the vital need for more trained staff if the government is to discharge its responsibility for raising the standard of agriculture and animal husbandry. This points to the need for providing much greater facilities for education in agriculture at the secondary school and university levels. The mission has considered a suggestion to establish a faculty at the Syrian University to provide the higher education in agriculture and veterinary science for which students

[22] See Annex C, p. 318.

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must now go abroad. Ultimately such a faculty should be established, but we have concluded that for the time being it would be wiser to concentrate on the expansion of intermediate and secondary education, the more so since excellent facilities for higher education in these fields are available not far from Syria. The mission would recommend, however, that the government increase its stipends for study abroad by a total amount of £S 750,000 in the period up to the end of 1960.

There are at present four agricultural schools of intermediate grade in the provinces and one secondary school at Kharabo, near Damascus. The mission has already recommended the establishment of an additional secondary school at Kamichliye which should provide some specialized training in agricultural engineering. The mission also proposes that the existing intermediate school at Aleppo be raised to secondary rank. Finally, the accommodation at other schools should be expanded. A program of this scope would entail additional capital expenditures of about £S 2 million and recurring operating expenses of £S 750,000 up to the end of 1960.

The Kharabo school will for some time have to be the principal means of training personnel for the various agricultural programs the mission has outlined. It has already been suggested that at least another year of specialized instruction should be added to the regular curriculum at that school for the training of agricultural credit supervisors and community workers.

The curriculum of agricultural schools will need to be reviewed and revised in order to produce graduates who are adequately equipped to enter government service or to engage in farming. The curriculum is too academic at present. It must focus more on the practical problems faced by Syrian agriculture. More emphasis must be put on manual training and shopwork so that students will know something about construction, the making and repair of implements, carpentry and other essential village crafts. More opportunity for specialization should be given in the final year of schooling. Finally, it is important that students be required to do more of the practical manual work on school farms. It is, after all, only by demonstrating their ability and willingness to do practical agricultural work that they can hope to make an impact in the villages.

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corporation on a basis similar to the one we recommend, and Pakistan is contemplating the establishment of such an institution.

We have little doubt that the suggested bank would find ample opportunities for investment. While there is no absolute assurance that private capital can be found for the bank, our preliminary exploration in Syria warrants some optimism on this score. Commercial banks might well subscribe a substantial part of this capital, and the balance could probably be obtained from private individuals and business concerns.

While the bank would not make loans for working capital, it might indirectly make it easier for companies to obtain working capital from the regular commercial banks. The mission found that a number of industrial enterprises do have difficulty in obtaining sufficient working capital, particularly to finance heavy seasonal purchases of such agricultural raw materials as cotton, oilseeds, and fruits and vegetables for canning. The proposed bank might explore the possibility of financing the construction of bonded warehouses in Damascus and Aleppo where industrial enterprises could store raw materials and even finished goods in such a way as to furnish ample security for additional commercial bank credit.

Vocational Education

While appropriate technical and financial assistance can do much to raise industrial efficiency, the better training of labor is also important. At present vocational education is seriously inadequate. There is an urgent need to expand and improve vocational schooling so that it will effectively serve the requirements of industry and business and will be properly related to in-plant training. Specific recommendations on this subject are made in a subsequent chapter on education.

Projected Oil Refinery

With the exception of one ill-starred venture in which it went into partnership with private capital, the government has wisely left the ownership and management of manufacturing enterprises to private initiative. We are strongly convinced that this policy should continue to be followed. During the last few years it has been proposed from time to time that the government depart from this rule by establishing and operating a petro-

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871 mend that they be studied, perhaps in collaboration with experts supplied by UNESCO.

In one respect this problem has already received growing recognition in Syria. Since 1949, for example, the Ministry of Education has established 111 special rural elementary schools in various parts of the country. In the fourth and fifth grades of such schools, pupils receive some instruction in the basic principles and techniques of agriculture. Each school has a garden in which children can apply their knowledge. Specially trained instructors have been supplied by the Ministry of Education. While the mission had no opportunity to appraise these schools, it considers that they represent a commendable effort to relate education to the problems of rural life. In principle it would seem desirable to establish more schools of this type as educational facilities are expanded.

874 *Vocational Education*[22]

Vocational education has been comparatively neglected, even though the need for sound practical training in commerce, banking, industry and agriculture has greatly increased. Aside from the agricultural schools, the government operates six vocational schools: two technical schools of intermediate and secondary grade in Damascus and Aleppo; two intermediate technical schools at Hama and Deir ez Zor; and two secondary commercial schools in Damascus and Aleppo. In these and two private institutions, 1,676 students were enrolled in the year 1952-53. The government recently started, on an experimental basis, three apprenticeship schools designed to provide three years of purely vocational training to elementary school graduates. Two of these have been established, respectively for boys and for girls, in Damascus, and the third, for boys, in Aleppo.

Since the mission has dealt with agricultural schools elsewhere, the discussion here will be confined to other vocational schools. In general the vocational school system suffers from inadequate facilities and equipment, a lack of sufficiently trained teachers, and a failure to adapt the training and instruction to the requirements of industry and commerce. There is a tendency to look down on vocational education. Generally only those who for one reason or another cannot attend the regular schools turn to vocational institutions. At the same time the business community takes almost

[22] See Annex 1, p. 459.

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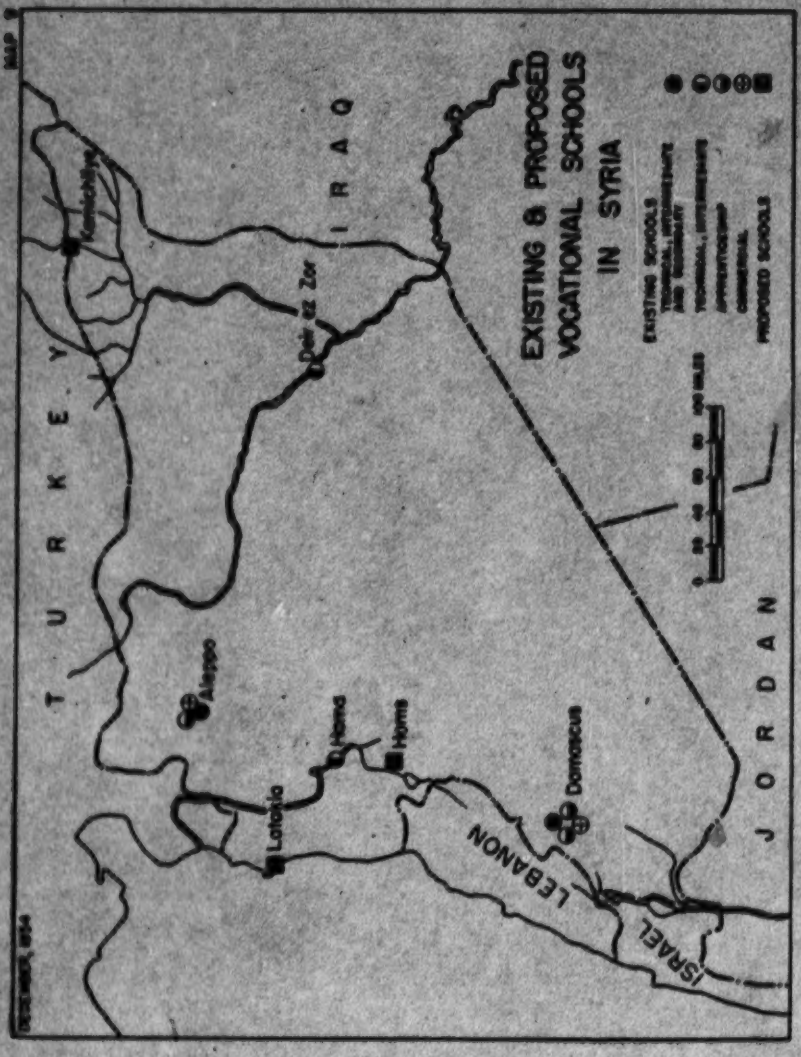

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874 no interest in vocational schools, from which it has learned to expect very little.

Some improvement in the equipment of existing vocational schools should undoubtedly be undertaken. In recent years the budget has provided only between £S 100,000 and £S 150,000 annually for materials and equipment. The commercial school in Damascus is equipped only with typewriters; there are no other business machines, nor are class books provided. Many of the shops in the technical school at Damascus were found to be poorly equipped with machinery and tools. The acquisition of equipment, tools and textbooks must, however, be selective and accompanied by an improvement in the teaching staff and the type of instruction.

The mission recommends that two new secondary vocational schools be established, one at Homs and the other in Latakia. Both these cities are growing rapidly and are likely to witness a sharp increase in the demand for skilled workers and artisans. The institution at Homs is envisaged as not just another vocational school, but also as a center for training shop instructors and for experimenting in teaching techniques. For this reason the mission suggests that it be placed under a competent foreign director with wide experience in vocational training. Initially the staff of this school should exceed the long-term requirement, so that instructors may be trained for other schools, particularly for the one in Latakia which should open its doors about one year later than the Homs school. Many of the shop instructors in the existing schools might be given a period of training under expert supervision in the Homs school and be enabled to round out their experience in modern European factories. Many of these instructors are good, skilled workers, but they lack pedagogic training and in some cases sufficient experience with modern techniques.

It is important that people already working be enabled to get some vocational schooling at night. No opportunities for such schooling exist at present. We urge therefore that night classes be initiated at all the vocational schools and also, ultimately, at some of the regular schools in cities where vocational institutions are lacking. Facilities might initially be created for about 100 pupils and gradually extended to accommodate some 600 pupils by the sixth year.

Finally, the mission strongly recommends that a vocational education committee drawn largely from industry, commerce and banking be established to help ensure that the training and instruction imparted in the vocational schools really meets the requirements of the business commu-

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nity. No effort is now made to determine what happens to school graduates and how useful their training has been. It is generally recognized that their education simply does not meet the requirements. The law on technical education originally provided for the establishment of a committee consisting of representatives of the Ministry of Education, the Ministry of National Economy, the Chambers of Commerce and Industry and other economic interests. This committee was to determine the types of vocational education needed and generally to facilitate such training and the subsequent employment of school graduates. Unfortunately it met only once and was apparently allowed to die for want of interest on the part of the Ministry of Education. A continuing committee of this type should once more be established. Its functions should be to undertake a critical appraisal of curricula, equipment and teaching staff; to devise means of relating vocational school education to in-service training in factories, banks and commercial houses; to assist in establishing a check on graduates and the usefulness of their training; and to make periodic visits to vocational institutions. This committee should also be asked to review the utility of the apprenticeship schools. In our opinion these schools are unlikely to provide training which would not be better acquired in existing shops and factories.

Adult Education

Aside from the educational work carried on in the army and some literacy courses conducted by private societies, no facilities for adult education exist in Syria. The mission believes that a program of "fundamental" adult education should be started not simply to combat illiteracy, which is still high among adults, but especially to enable people to acquire the practical knowledge which will help them to improve living conditions through their own efforts. A program on a large scale would manifestly be impracticable in the near future. We suggest that it be initiated as part of the program for the gradual introduction of community workers into the villages, recommended elsewhere in this report. Existing school teachers can be used in the adult education program, although they would need special supplementary training, since the subject matter and methods of instruction would obviously be different from those in the regular schools. For this reason it would be necessary to introduce courses on fundamental education into the curriculum of teachers' training colleges. To get the

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1. A number of village school teachers should be given an intensive one-year course in agriculture.

2. Agricultural courses could be profitably substituted for some of the less essential subjects in the rural curricula, as teachers become available.

3. Night classes in agricultural education should be established in the rural elementary schools.

4. Rural elementary school pupils should be encouraged to organize societies to continue their activities outside school and school gardens.

5. Forest farm crops should be included in school gardens, and tree planting should be encouraged on national holidays. Each pupil could be responsible for a tree planted during his school training.

Secondary agricultural education. There is one agricultural vocational school in each of the provinces of Damascus, Homs, Aleppo, Latakia and Euphrates but of these four are intermediate schools and only the one at Kharabo (near Damascus) can be classified as a fully-rated secondary school. About 500 students are enrolled in all five schools. Some of the graduates subsequently engage in farming; the great majority apparently become government employees in the agricultural or in other services.

In the future these schools will be called upon to meet the growing personnel requirements of the government's agricultural, livestock, veterinary and forestry services. At Kharabo particularly, future technicians should be trained to assist in research and extension work. The present four-year curriculum includes all the elements necessary for a general understanding of today's agriculture and its future development, but students should be given an opportunity to specialize, at least during the third and fourth years, in such subjects as rural credit, crop production, livestock and animal husbandry, mechanization and techniques of industrial utilization of agricultural products, e.g., dairy products, fruit preservation, vegetable and meat marketing, tobacco curing, vegetable oil production, meat processing and curing, and the tanning of skins and hides. Better still, two or even three years of training should be added to give the students three or four years of specialization and bring them ultimately to the junior college level.

In the mission's opinion, the curricula of all agricultural schools emphasize theoretical studies too much and practical training too little. Effective farm managers and extension agents must be willing and able to demonstrate with their hands what should be done on the farm. To obtain the respect of the peasants they must be willing to get their hands dirty

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and able to do the practical work on the farm themselves. We suggest therefore that the present curricula be reviewed by a committee consisting of representatives of the Ministry and agriculturists, with the object of putting greater stress on manual training and on practical problems.

There is need for a vocational agricultural school in the Djebel Druze and the Hauran. For the time being this need could be met by broadening the curriculum of the Dera'a school, including special courses in agriculture. Stress should be laid on horticulture and fruit processing. In addition, at least one other school, preferably at Aleppo, should be raised to the same standards as Kharabo.

Elsewhere we have recommended that the curriculum include a mechanical training course.

We have also recommended the establishment of a secondary agricultural vocational school in Kamichliye. It should be located on soil most typical of the region and should have grounds adequate for experimental and demonstration plots, including an irrigation area. This school should become the headquarters for all agricultural education and extension work in the Jezireh; its curriculum should include courses on farming systems and the economics of mechanized agriculture. The third and fourth year curriculum should permit a choice between a technical course of study oriented towards machinery, repairs and maintenance, and an administrative course of study emphasizing economics and administration. We would expect enrollment to be 100-150 from 1957 on.

Adult education. Farmers should have an opportunity for formal instruction in the principles of good farm management and animal husbandry. Elsewhere we have suggested a pilot fundamental education program which would, among other things, include agriculture in its scope. Quite apart from this we believe that the rural elementary schools which provide instruction in agriculture should offer evening courses in which, with the help of proper visual aids, farmers could learn about improved crop rotation, better cultivation and weed control, means of identifying and combating pests and diseases and the like. Mobile trailers equipped with slide and moving picture projectors might be useful. In addition, we suggest raising the standards of mechanical farming by starting special courses at Kamichliye and probably at Aleppo for machinery owners, operators and mechanics. The first would be taught how to select proper farm machinery, supervise its operation and would learn the economics of mechanical farming. The second would be given practical training in opera-

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hand, 54% of all secondary school teachers teach in private schools, whose financial resources for this purpose are greater.

Again assuming an equal percentage of school age children in each district, it appears that the secondary schools, like the primary schools, are unequally distributed. At this educational level there is an average of 13.5 pupils per 1,000 of the population; but in the Jezireh, as might be expected, the ratio is only 2.7 in contrast to 18.1 in the Djebel Druze, 19.5 in Damascus and 22.3 in Hama. The number of secondary schools, averaging 0.049 per thousand people, ranges from as low as 0.016 in the Jezireh to 0.068 in Damascus and 0.085 in Hama. The average number of teachers is 0.8 per thousand people; in the Jezireh it is 0.2, in Hama 1.1 and in Damascus 1.6. In 1952-53 the secondary pupil-teacher ratio for the country was 16, but varied from 12.1 in the Jezireh and 12.4 in Damascus to 23.7 in the Djebel Druze. As in the case of primary schools, it is clear that the number of teachers cannot be the only limiting factor on attendance, for some areas most deficient in teachers have more children in school than those better supplied.

Vocational Education

Syria has six vocational schools for boys, one for girls and one coeducational, as well as six schools for primary teacher training and two colleges for rural teachers, or a total of 16 schools giving some kind of professional education not of university level.[3] All except one in Deir ez Zor are on or west of the line Damascus-Aleppo; thus the entire eastern portion of Syria with a population of over half a million has just one professional school. Together these schools had 3,881 students in 1952-53,[4] a figure to be contrasted with the estimated 60,000 young people who enter the labor market each year.

The principal shortcoming of the present system of vocational education is the great gulf between the training and instruction given and that which is really required for skilled jobs. Unfortunately the Ministry and the schools maintain no liaison with the businessmen and industrialists for whom they are presumably turning out graduates. Nothing is done to place graduates in private employment; the Ministry of Education simply

[3] Agricultural schools above the primary level are discussed separately elsewhere; there are five of these.

[4] Including 1,670 in technical vocational schools and 2,202 in teacher-training.

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874 asks government agencies about job openings. Although the schools are theoretically required to keep a record of their graduates and the positions they have secured, no effort is actually made to determine whether the education they have obtained has met the requirements.

Most of the students at vocational schools are those who, for one reason or another, did not qualify for the general secondary schools. In large part this is due to a tendency to look down on all manual training and to emphasize general education at the expense of technical education. The attitude is reflected in the traditionally low pay scale for manual workers. Although the efficiency of government and business would be greatly increased if there were more skilled typists and secretaries, the low wages and social standing discourage many from this line of work. Many boys apparently are unwilling to go in for vocational training for fear that it will lead them into a blind alley—that they will be denied opportunities to better themselves which they would have as possessors of a regular secondary school certificate. To open up a wider future for technical school graduates the Ministry of Education is now considering a program of five years of primary schooling and five of intermediate education, followed by two years of intensive technical studies, with the object of qualifying graduates either as foremen or as university engineering students.

875 In addition to equipment inadequacies, the calibre of the teaching staff leaves something to be desired. The technical school teachers are of two types: the practically-trained shop instructors who are basically experienced workers but who often lack fully rounded experience and pedagogic training, and the instructors who teach the general education subjects and the more academic and theoretical side of the vocational training. The monthly salary of the first group starts at £S 175-200 and after many years of service may reach a maximum of £S 350. The second group earns the equivalent of a secondary school teacher's salary, starting with £S 260 per month, with the possibility, after 30 years of service, of earning £S 500. It is generally recognized that these salaries are seldom sufficient to attract really good people, but this problem probably cannot be solved without a general revision of government salary scales.

In 1951 Syria invited UNESCO to send a four-man mission to study the problem of professional education. The creation of a department for vocational education in the Ministry of Education was one outgrowth of its recommendations, but much more remains to be done.

عدد طلاب المدارس الفنية وعدد المتخرجين منها والمدرسين فيها ، ١٩٥٢-١٩٥٣

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TECHNICAL SCHOOLS — NUMBER OF STUDENTS, GRADUATES AND TEACHERS, 1952/1953

Table No. 11

جدول رقم ١١

Technical Schools	الطلاب Students	المتخرجين Graduates	المدرسين Teachers	المدارس الفنية
Industrial School for boys, Damascus	332	60	22	مدرسة صناعة البنين في دمشق
Industrial School for Girls, Damascus	186	22	12	» » البنات في دمشق
Industrial School for Boys, Aleppo	309	56	20	» » البنين في حلب
Industrial School for Boys, Hama	220	10	24	» » البنين في حماة
Industrial School for Boys, Deir-es-Zor	149	20	10	» » البنين في دير الزور
Commercial School, Damascus	331	31	.....	مدرسة التجارة في دمشق
Secondary Agricultural School, Salamiya	141	33	8	المدرسة الزراعية المتوسطة في السلمية
Agricultural School, Buqa	110	20	7	» » في بوقا
Agricultural School, Maalamiya	91	(1) —	7	» » في السلمية
Secondary Agricultural School, Deir-es-Zor	49	(1) —	8	المدرسة الزراعية المتوسطة في دير الزور
Secondary Agricultural School, Damascus	93	14	9	المدرسة الزراعية الثانوية بدمشق
Secondary Veterinary School, Damascus	31	11	7	المدرسة الثانوية البيطرية بدمشق

Source : Ministry of Education, and Ministry of Agriculture.

المصدر : وزارة المعارف ووزارة الزراعة

عدد طلاب دور المعلمين والمتخرجين منها والمدرسين، ١٩٥٢ /١٩٥٣

NUMBER OF STUDENTS GRADUTES AND INSTRUCTORS OF THE TEACHERS TRAINING COLLEGE, 1952 — 1953.

Table No. 12

جدول رقم ١٢

Teachers Training College	الطلاب Students	المتخرجون Graduates	المدرسون Instructors	دور المعلمين
Total				المجموع العام
Damascus College for Males	302	96	22	دار المعلمين بدمشق
Damascus College for Females	308	94	21	دار المعلمات بدمشق
Aleppo College for Males	266	81	20	دار المعلمين بحلب
Aleppo College for Females	216	80	14	دار المعلمات بحلب
Yabrud Rural College for Males	80	24	6	دار المعلمين الريفي بيرود
Dir'a Rural College for Males (2)	38	13	—	دار المعلمين الريفي في درعا (٢)
Special Class for Males at Homs (2)	22	21	—	الصف الخاص لدار المعلمين في حمص (٢)
Special Class for Males at Latakia (2)	23	23	—	الصف الخاص لدار المعلمين في اللاذقية (٢)

Source : Ministry of Education.

(1) Graduates from Deir-es-Zor and Maalamya School continue their studies in Salamiya or Buqa school.

(2) Included with Teachers of Secondary Schools

المصدر : وزارة المعارف

(١) ان خريجي مدرستي دير الزور والسلمية يتابعون دراستهم في احدى مدرستي السلمية وبوقا

(٢) ان عدد الاساتذة المذكورين يدخل في احصاء مدرسي المدارس الثانوية

3:Royal Institute of International Affairs U-4 (no date)1954 M1 Middle East
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mainly Christian) those run by foreigners are now finding it difficult to disarm the suspicions of the Government. In Lebanon, there are almost as many private as state schools and the foreign schools still work without difficulty. There are higher schools for teachers and for agriculture and engineering in Syria and for agriculture in Lebanon, but it is usual for a student to pass from a secondary school directly to a university. The following table shows the various types of schools and number of students.

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Type	Lebanon, 1951		Syria, 1951–2	
	Schools	*Students*	*Schools*	*Students*
State:				
Primary	977	83,252	1,850	237,775
Secondary	..	..	57	26,237
Technical	30	2,381	11	2,146
Teachers	2	165	10	1,233
Reformatory	1	106	—	—
Private	601	84,788	387	65,936
Foreign	149	41,402	56	9,852
Total:	1,760	212,094	2,371	343,179

.. = not available.

(Sources: *Statistical Abstract of Syria, 1951–2*, Damascus, 1952; *Statesman's Year-Book*, 1953).

The American University of Beirut is non-sectarian and has students from all over the Middle East. It encourages the use of Arabic as well as English, and its most renowned faculties are those of medicine and social sciences. The University of St Joseph in Beirut is run by the Society of Jesus. Attached to this university are schools of medicine, law, and theology, subsidized by the French Government and administered by the Society, in which teaching is carried on in the French language. A National University has recently been started by the Lebanese Government. The Syrian National University in Damascus teaches in Arabic and its most important faculties are those of law and medicine. A separate body for the study of the Arabic language is the Arab Academy of Damascus.

Health

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Malaria and amoebic dysentery are endemic and, though efforts are being made to drain breeding-grounds, preventive medicine is only in a rudimentary stage. Good hospitals exist in the cities and more are under construction; qualified doctors practise in all the towns, but in the villages there is still a lack

43 Simmons et al G-8 (1961-1981) 1981
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sory, according to law, but barely one half of the children are now registered in schools. Outside of Damascus, the literacy rates probably do not exceed 40 per cent among the men and 10 to 20 per cent among the women. Schools are maintained by the government and by private organizations, both national and foreign. The Syrian University, in Damascus, is one of the leading Arab institutions in the Middle East. It includes faculties of law, science, arts and medicine, with subordinate departments of dentistry, pharmacy and nursing, as well as an advanced school for teacher training. An engineering school is established at Aleppo, and, in 1952, a new school for the training of village teachers, with emphasis on home economics and agriculture, was under construction near Damascus.

Vital Statistics

Due to lack of demographic data among large segments of the population, few valid statistics are available. Theoretically, the registration of births and deaths is compulsory, but in the rural areas, away from centers of population, reporting is incomplete. Government officials estimate that the accuracy of the recorded statistics approximates 90 per cent in the cities, but 30 to 60 per cent in the villages, over one half of which have less than 200 inhabitants. Considering the country as a whole, probably 50 to 80 per cent of the births are recorded and, since certificates are required for burial, a slightly higher percentage of the deaths. According to published statistics for 1948, the birth rate for the entire country was calculated at 19.1 per 1,000 population; the death rate, at 6.5 per 1,000 population. The birth rates ranged from 35.3 in the city of Damascus to 9.0 in the rural province of Al Jazira; the death rates, from 13.2 to 2.3, respectively. Evidence derived from informal surveys in different localities, however, suggests that the true birth rates average 30 to 40 per 1,000 population and the death rates 15 to 30 per 1,000 population.

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83:Simmons et al G-5 (1941-1951) 1954
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of agriculture are the present forms of land tenure. The proportion of large- and small-scale proprietors is not accurately known, but at least one half of the total farm acreage is owned by wealthy, and often absentee, landlords, and worked according to the share-tenancy system. In many northern districts, particularly in Latakia and Al Jazira provinces, the proportion is probably closer to 70 to 80 per cent. Communal ownership by tribes or villages is also common in some areas. The constitution of Syria provides for the creation of a land-owning peasantry through the redistribution and the sale of state lands, but as yet the percentage of independent farmers is relatively small. Many tenant families and agricultural laborers live at subsistence levels under conditions of extreme poverty. Within recent years attempts have been made to encourage the settlement of the Bedouin tribes. Some now live in permanent villages, where they combine cultivation of cereals with the raising of sheep, migrating seasonally with their flocks in search of pasturage.

Wheat is the principal crop. Barley, maize and other cereals are also grown, especially in the areas of Homs, Hama, Hauran and Al Jazira. Olives, fruits and vegetables are important products on the oasis around Damascus and in the coastal region. Cotton is cultivated in Latakia, Aleppo and Al Jazira provinces, while tobacco flourishes in some sections of Latakia. Other industrial crops include sugar cane, sugar beets, sesame, castor oil beans and hemp. Sheep and goats are abundant in all parts of the country, but cattle are found chiefly in the coastal highlands, on the Damascus oasis and in the Hauran region in the southwest. Limited programs for the improvement of methods of farming and animal husbandry are undertaken by the veterinary and the agricultural services of the government. Four agricultural schools are operated by the Ministry of Agriculture—near Latakia, Hama, Aleppo and Damascus. In the Damascus region, the Near East Foundation

874 conducts an experimental farm, and co-operates with the government in a comprehensive educational program.

489 Syria produces a variety of items for export, the principal products being cereals, textiles, vegetables, cotton and wool and 135 hides. It is relatively poor in mineral resources, although rich deposits of asphalt exist in the Nusairiyeh range and salt basins in Aleppo, Homs and Damascus provinces. 471 Explorations for oil have been made in the northeast under a concession acquired in 1940 by the Syrian Petroleum Company, an affiliate of the Iraq Petroleum group. 315 After several years of unsuccessful borings, 651 the concession was relinquished, but the country derives some income from pipelines which traverse it, leading from the oil fields in Iraq and Saudi Arabia to Syrian and 433 Lebanese ports. Industrial development is slowly emerging from the handicraft stage, and numerous modern plants for the processing of local materials have been established, primarily in Damascus and Aleppo. They include the manufacture of textiles, soaps and oils, cigarettes, various food products, shoes, cement and other consumer goods. The promotion of industry is handicapped, however, by the shortage of raw materials, labor and cheap sources of power.

491 The cities and the towns of western Syria are linked with each other and with the adjoining territories by a system of motor roads. Communications in the interior are poor, and consist in many areas of tracks 505 across the desert. There are no navigable rivers. Latakia, the chief port, is small, and steamer traffic with the Mediterranean countries is at present conducted largely through Beirut and Tripoli, in Lebanon. The construction of modern port facilities at Latakia is scheduled, however, for 1953. 315 Banias has been developed as the terminal 505 of the new pipeline from the Kirkuk oil fields of the Iraq Petroleum Company to the Mediterranean. It was completed in 496 1952. Aleppo is connected by railways with both Beirut and Tripoli, and is an important junction on the trunk line from Istan-

63:Simmons et al G-5 (1941-1951) 1954
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Outpatient clinics are connected with all the government hospitals. The clinics and the dispensaries maintained by the Ministry totaled 111 in 1951, including maternal and child health centers in Damascus, Aleppo and Latakia; mobile dispensaries in 7 provinces; and 6 special mobile units, 2 each for the treatment of schistosomiasis, malaria and bejel or syphilis. A demonstration center was established in connection with the maternal and child health clinic in Damascus in 1952 by the Ministry, in cooperation with the World Health Organization and the United Nations International Children's Emergency Fund. The center provides training for district doctors, nurses and midwives, as well as courses for medical and nursing students and practitioners, in the various aspects of maternal and child health. A tuberculosis demonstration clinic and training center was also opened in Damascus by the Ministry, in conjunction with Syrian University and the World Health Organization.

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Laboratories. The Ministry of Health operates a central laboratory in Damascus. It has divisions for the performance of bacteriologic, serologic, chemical and biochemical examinations; for the preparation of typhoid, cholera, smallpox and rabies vaccines; and for the analysis of foods and drugs. Small diagnostic laboratories are also established in the administrative centers of the other provinces.

The municipal health department in Damascus maintains a laboratory for the examination of water, milk, cheese and other foodstuffs. Research and diagnostic laboratories are connected with the technical departments of the medical school in Damascus, and clinical laboratory facilities are available in all the larger hospitals.

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Schools. A medical school is affiliated with Syrian University in Damascus. The Faculty of Medicine was founded in 1901 under the Ottoman government and incorporated in the University in 1923. It confers the degree of Doctor of Medicine on the completion of a 6-year course of study, but

83.Simmons et al G-5 (1941-1951) 1954
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874 graduates are required to serve an additional year in an approved hospital before they are registered to practice. The instruction in the University is in Arabic, although [191] French and English are employed in technical terms and phraseology.

Schools of dentistry, pharmacy and nursing also function within the Faculty of Medicine. The School of Nursing is associated with the National Hospital, which is operated by the medical faculty. The course of training covers three years, with provision for a fourth year in midwifery. Practical nurses' training programs for girls are carried on in a few private institutions. Courses for the training of male nurses are furnished in all the larger government hospitals.

Personnel

759 **Physicians.** Between 670 and 726 physicians were practicing in Syria in 1951. The majority were established in the larger towns and cities. Approximately one half of the total were located in the province of Damascus and over one quarter in the province of Aleppo. The medical personnel of the Ministry of Health numbered 135, including 6 doctors on the headquarters administrative staff and 7 or 8 in the government laboratories. Five doctors were connected with the municipal health organization in Damascus, 5 in Aleppo and 1 each in Homs and Hama.

Dentists. From 175 to 209 dentists were registered in the country. About 75 per cent resided in Damascus, the remainder in Aleppo.

Nurses. In 1951, also, there were 352 male and female nurses. About 62 female nurses and an equal number of male nurses were employed by the Ministry of Health.

344 **Others.** From 148 to 210 graduate midwives, the majority of whom had preliminary nursing training, were practicing in Syria. They were about equally divided between the provinces of Damascus and Aleppo. Large numbers of untrained midwives worked in the rural villages in all

ties are inadequate, especially in the rural areas. Up to 1949 there were only 2 small tuberculosis hospitals in the entire country—near Damascus and near Aleppo. The development of increased medical facilities has recently been undertaken by the Ministry, and, in 1951, additions to the hospital near Damascus, to provide a total of 350 beds, and a new 300-bed hospital at Aleppo were under construction. Plans were also projected for the erection of a 500-bed hospital in Latakia province, which would bring the total number of beds available for the isolation and the treatment of tuberculous patients to between 1,000 and 1,200.

A tuberculosis demonstration and training center was established in Damascus in 1952 under the direction of the World Health Organization in collaboration with the Ministry and the Syrian University. It provides a regional headquarters for the training of doctors, nurses and social workers in the public health, the therapeutic and the social aspects of the disease.

Smallpox. Vaccination against smallpox is compulsory, but enforcement is necessarily incomplete in the more remote areas and among the nomadic tribes. Outbreaks occur from time to time, with sporadic cases reported almost annually in the intervening years. The disease was epidemic in Syria and Lebanon in 1933-34, but from 1935 to 1941 only occasional cases were observed. In 1941, smallpox spread to Syria from Iraq, where an epidemic focus had developed in 1940. Over 1,980 cases were recorded in 1942 and 1,132 in 1943. The outbreaks subsided in 1944, and again no more than sporadic cases were noted until 1948, when 894 cases were reported. The known incidence declined to 643 cases in 1949 and subsequently to 15 cases in 1950-51.

Other Infections. Pneumonia and influenza are prevalent. Epidemics of measles are frequent, with the peak of prevalence normally between January and May. The majority of cases are not seen by the medical officers, but, from the fragmentary data available, the fatality rates appear to aver-